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EFL Teachers'Perceptions of Differentiated Instruction and Its Implementation in Public Universities in Vietnam.

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It is undeniable that mixed-level large English classes, with a diversity of students'needs and abilities, have emerged as one of the most challenging environments for English teachers, especially in the context of public schools in Vietnam. As dedicated educators yearn for varying instructions to reach all students, differentiated instruction (DI) is regarded as a well-known teaching philosophy and methodology that is gaining popularity among schools. Differentiated instruction places students at the center of learning and provides teachers with various avenues to deliver content knowledge. Although it is a growing trend in various contexts, differentiation has not been investigated enough regarding its implementation, challenges, and English teachers' perceptions in the Mekong Delta region. This study is significant as it sheds light on English teachers' perceptions of DI and its implementation in their teaching contexts. Specifically, a mixed-method study will be conducted to gain insights into how English lecturers at several universities in the Mekong Delta perceive DI, its implementation, as well as challenges, providing a wide range of perspectives. Quantitative data will be collected through a structured questionnaire, while qualitative insights were gathered via in-depth interviews. Results will indicate a varied spectrum of perceptions regarding DI among teachers, with recognition of its potential benefits tempered by concerns regarding its practical implementation in heterogeneous classrooms. Analysis further elucidates multifaceted challenges, including limited resources, time constraints, and insufficient professional development opportunities tailored to DI strategies.

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